
A STUDY OF SELF-ESTEEM AND GENDER DIFFERENCE VARY ACCORDING TO THEIR RESPECTIVE SOCIOECONOMIC STATUS OF SCHOOL STUDENTS

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Everyone, must love himself or herself above or at least in equal measure to any other person or thing .this would explain the golden rule found in most religious, to " Love others as you love yourself". This is termed as self -esteem. Psychologist usually regard self-esteem as an enduring personality characteristics through normal, short terms variations also exists.

In Psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself It involves a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions and behaviors.

Self-esteem significance is often exaggerated to the extent that how self esteem is viewed as the cause of all evil and high self esteem as the cause of all good. (Manning, Bear and Minke 2006)

Brown, Dutton and Cook (2001) distinguished three ways in which the terms "self-esteem" is used: -

- a) Global or trait self-esteem to refer to the way people characteristically feel about themselves i.e.

Feeling of affection for oneself.

- b) Self-evaluation to refer to the way people evaluate their various abilities and attributes and
- c) Feelings of self-esteem refer to momentary emotional state e.g. a person might say her self-esteem plummeted after a divorce.

Several Psychologists had tried to define self-esteem. According to Reasoned (2002) "self-esteem is the experience of being capable of meeting life challenges and being worthy of happiness" While, Cooper smith (1981) stated that self esteem is a set of attitudes and beliefs that a person brings with himself/herself when facing the world.

Generally self-esteem refers to an individual's overall positive evaluation of the self (Rosnbeg, 1990, Rosenberg, Carmi & Came 1995) A person with high self-esteem is fundamentally satisfied with the type of person he/she is, yet he/she may acknowledge his/her faults while hoping to overcome them .

Other topics related to them

Males are found to be more assertive and had slightly highest self-esteem than females. Females were higher than male in extraversion, ancient, trust and especially tender – mindedness (e.g. nurturance). There were no noteworthy sex difference in social anxiety, impulsiveness, activity ideas (e.g. reflectiveness) focus of control and orderliness. Gender differences in personality traits were generally constant across age's years of data

collection, educational levels and nations. CAPA psy info database record as 2016,APA.

Two analysis were conducted to examine gender difference in global self-esteem. Inanalysis, a computerized literature search yielded 216 effect sizes,representing the testing of 97 , 121 , despondences . The overall effect size was 0.21 , a small differencefavoring males . a significant that the largest effect emerged in late adolescence . (d =0.33) in analysis II , gender difference were examined using 3 large , nationally representative data sets from the national center for education statistics (nces) .

All of the NCES effect sizes , which collectively summarize the responses of approx. 48000 young Americans , indicated higher male self-esteem (ds ranged from 0.04 to 0.24) .taken together , the 2 analyses provide evidence that males scores higher on standard measures of global self-esteem than females but the difference is small . Potential reasons for the small yet consistent effect size are discussed.

Other study was based upon a model of constrain on leisure originally proposed by Crawford and Godbey(1987) and elaborated upon recently by Crawford,Jackstone and GODBEY (1991). The study sought to determine whether perception of interpersonal, intrapersonal, and structural constrains on leisure were related to self-esteem, gender and socioeconomic status (SES).

Here Rosenberg Self- esteem SCALE was used .females were found to have significantly lower self-esteem and significantly higher amount of intrapersonal and total constrain than males .SES was negatively related to the perception of intrapersonal constrains, but was unrelated to perceptions of interpersonal and structural constrain.

The present study was aimed to examine the level of self-esteem among private and public secondary school students (30 boys and 30 girls) for this purpose 30 boys and 30 girls were selected from private school and 30 boys & 30 girls were selected from public school as sample on the basis of purposive technique Rosenberg's self-esteem scale (Hindi Version) was administered on the total sample in a class room natural setting. Obtained scores were compute and analyzed on t-test results revealed insignificant difference between private and public school student, where as boys and girls differed significantly of their self-esteem boys had superiority in comparison to girls.

Objective of the Study

The objective of this study were.

- i) To compare the level of self-esteem among private and public secondary schools students
- ii) To compare the level of self-esteem among boys and girls of private and public secondary school.

Hypotheses – Following hypotheses had been formulated for empirical verification on the basis of literature reviewed.

- i) There would be no significant difference between student of public school and private secondary school on their self
- ii) There would be no significant difference between boys and girls students.

Mythology

The sample :- The selection of sample for this study was taken from one private +2 and one public +2 school of Patna (Bihar) students (boys & girls) enrolled in classes 9th and 10th of

both school here selected for the study selection of sample units was made on the basis of random method. Enrolled students were selected in the basis of 6 fixed. Thus 60 students (30 boys and 30 girls) and 60 (30 boys and 30 girls) from public and private sector respectively. They were approximately matched with age and on their demographic variables.

Tool Used:

The Rosenberg self-esteem Questionnaire (Hindi version). 1965 was used for measuring the self-esteem of the students the questionnaire consisted of 10 items. 5 positively worded and 5 negatively worded and all these positive and negative items were randomly arranged to reduce the effect of response set. The items were scored on a four point scale from strongly agree (4) to strongly disagree (1) All items were only related to the self acceptance aspect of self-esteem and not with any others. Rosenberg (1965) reported 0.92 reliability co-efficient for this scale.

The data were collected in a class-room natural setting in the respective school, into a group of 20 student's per-day

The responded questionnaires were scored as per the manual's instruction. Scores obtained by private and public secondary +2 schools students were labialized on frequencies and Mean. S D were obtained Means of both group were analyzed on t-tests.

Result and Discussion: To find out difference and its significance between private and public school students and their self-esteem. T-test was computed on the scores obtained by them table 1 represent the result.

Mean, S D SEM and t-ratio on the scores. Obtained by private and public student

Group	N	Mean	S.D.	SEM	T	P	Df
Private School ss	60	25.25	7.10	.92	1.04	NS	118
Public School ss	60	23.91	6.90	.89			

NS = Not significant

Observing the above table 1 it was found that the students of private secondary school obtained comparatively high mean scores (Mean=25.25) on self-esteem, where as public secondary school students obtained lower mean scores (Mean = 23.91) and the difference was not significant (t=1.04, df=118, p=NS)

Thus, findings confirmed our 1st hypothesis, "There would be no significant

Table-2

Group	N	Mean	S.D.	SEM	T	P	Df
Girls	60	22.92	6.98	.83	2.93	<.01	118
Boys	60	26.50	6.44	.90			

Observing the above mean table 2 it was found that boys obtained greater mean scores (mean=26.50) to their girls counterparts (Mean =22.92) and the obtained t-ratio (t-2.93, df-118) p=less that .01) was significant.

Thus our second null hypothesis was rejected as the obtained mean difference between boys had higher level of self-esteem in comparison to girls. Findings also substantiated with the findings of Gupta. A.K. (2017), where boys scored more/higher level than girls counterparts.

Conclusions – i) There were no significant difference of self-esteem between respondents

students of private and public secondary school

iii) Boys significantly excelled their girls counterparts on self-esteem

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